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ABSTRACT

A study was conducted to evaluate the effectiveness of an English composition telecourse in terms of skills and student attitudes and to compare its effectiveness with parallel classroom courses, to determine whether telecourse students constituted a distinct population, to obtain student evaluations of the two course methods, and to determine the reasons for the high rate of telecourse withdrawal. Pre- and post-test student compositions from random samples of classroom and telecourse students were evaluated by independent raters on eight criteria, and a semantic differential instrument was similarly utilized to assess attitudes toward writing self-concept, method of instruction and English. In addition, a Student Background Survey, grade distributions, and a survey of telecourse dropouts were utilized in the study design. Findings revealed significant improvement by both groups in composition skills, with telecourse students obtaining significantly higher scores in three areas; similar course grade distributions; similar improvement in writing self-concept, but more positive course attitudes among classroom students. "Personal problems" were most commonly cited by the 52% of the telecourse students who withdrew. Telecourse students were significantly different from on-campus students along several dimensions. (JDS)

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EVALUATION OF THE ENGLISH 101 TELECOURSE "WRITING FOR A REASON"

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

October, 1976

OFFICE OF SPECIAL SERVICES

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OVERVIEW

The purpose of this study was to conduct an in-depth evaluation of the English 101 telecourse "Writing for a Reason."

The first goal of the study was to ascertain the ability of the telecourse to provide effective instruction to students. "Effective" instruction was defined in this study as instruction which leads to:

1) improved writing skills in the areas of content, organization of individual paragraphs, organization of the entire essay, sentences, diction, usage, spelling and mechanics, and overall improvement;

2) improved attitudes toward the subject matter, the method of instruction, and the student's own ability as a writer.

The second purpose of the study was to compare the effectiveness of the telecourse instruction with that of the parallel instruction offered in the classroom, which consisted of determining the equivalency of final grades attained by students in each course, English 102 (second semester English), and of post-course compositions. It was hoped that conclusions could be drawn regarding the adequacy of the telecourse.

A third purpose of this study was to gather information about students enrolled in the telecourse and on campus sections of English 101 in order to answer the following questions:

1) Were the students in the telecourse and on campus English 101 students similar with regard to certain demographic characteristics, or did they comprise distinct populations? Assessing the comparability of the two groups was felt to be important in determining whether the telecourse was providing an educational alternative for a specialized group of students.

2) How did the student perceptions of the course components used by the two methods of instruction compare? It was expected that student evaluations of the two courses would provide information on the relative strengths and weaknesses of the telecourse.

3) How did students who withdrew from the telecourse evaluate the course, and what reasons did students give for their withdrawal? The drop-out rate from the telecourse has traditionally been higher than the rate for on campus sections of English 101, but reasons for the more frequent occurrence of student withdrawals from the telecourse had not been determined.

METHODS

To develop a comprehensive evaluation of the English 101 telecourse "Writing for a Reason," a variety of research strategies were employed. A pre-test/post-test control group design was implemented in the spring semester of 1976 to assess changes in student writing performance and attitudes from the beginning to the end of the semester.

Twelve control group classes which were representative of English 101 classes throughout the district were selected for participation in the study, and all students enrolled in the English 101 telecourse who attended the orientation session were included. Pre- and post-test materials included:

a) student compositions to assess writing skills;

b) a Semantic Differential test to assess attitudes toward writing self-concept, method of instruction and English. (See Appendix A.)

From the pre- and post-test materials, a random sample was drawn of students for whom complete data were available. From this pool, twenty-five telecourse students and twenty-five control groups students from each of the four district colleges were randomly selected for the data analysis. The compositions were graded by four independent raters to assess achievement in eight areas: content, organization of the entire paper, organization of individual paragraphs, spelling and mechanics, diction usage, sentences, and "holistic" or overall quality.

Demographic information was collected on all English 101 telecourse students and on all students enrolled in English 101 on campus sections throughout the district using computer programs to access student records. This information was used to develop profiles depicting the "on campus English 101 student" and the "English 101

telecourse student" in the Dallas County Community College District.

Students in the control group classes and in the telecourse were given a Student Background Survey to complete at the beginning of the semester to obtain information regarding major, employment status, socioeconomic status, ability, educational aspiration, educational attainment, reason for taking English, etc., so that comparisons could be made between students in the two groups who participated in this study.

During the semester, questionnaires were mailed to students who withdrew from the English 101 telecourse in an attempt to isolate the reasons for their withdrawal, and to obtain the students' impressions and evaluations of the course.

At the end of the semester, students in the telecourse and control group classes completed a course evaluation form which asked them to rate various course components along several dimensions, and to supply certain information about their satisfaction with the course, their perceptions of course strengths and weaknesses, etc.

Finally, course grade distributions were obtained for all students enrolled in English 101 throughout the district. A variety of statistical analyses were conducted to compare the achievement of telecourse and on campus English 101 students.

FINDINGS

Both telecourse and control group students improved their scores on the composition from the beginning to the end of the semester. Statistically significant improvements occurred in all eight areas on which the compositions were rated for both groups of students.

The students in the telecourse obtained statistically significant higher scores than the control group students in three areas: organization of the entire paper, organization of individual paragraphs, and "holistic" or overall quality of the paper. In the other categories (spelling and mechanics, diction, usage, and sentences) no significant differences between the two groups were encountered.

When the distributions of final course grades of all students enrolled in the English 101 telecourse and on campus English 101 sections were compared, it was found that the telecourse students achieved similar grades: the average grade of the telecourse students was 2.8; the mean grade of the on campus students was 2.7 on a four-point scale. When the grade distributions were divided to reflect "successful" and "unsuccessful" students, many more on campus students were successful because a large percentage of telecourse students did not complete their course; fifty-two percent (52%) of those who enrolled eventually withdrew from the telecourse, as opposed to only thirty percent (30%) from the on campus sections.

However, the study of withdrawing students indicated that the most common reason students gave for withdrawing from the course was that they "had personal problems" which led to their withdrawal, and little dissatisfaction with the telecourse was expressed. Most students stated that if they were to enroll in English 101 again, they would select an on campus section rather than the telecourse. At the same time the students gave high ratings to the quality of the telecourse: the mean rating was 3.8 on a five-point scale.

From the study of student attitudes, it was found that a significant improvement in writing self-concept was made by both groups. That is, there was a tendency for students to evaluate more positively their writing skills at the end of the semester than at the beginning. The control group demonstrated an improved attitude toward "English" and "my English class" at the end of the semester, while no change was found in the post-test scores of the telecourse students on these two measures. Telecourse students reported more positive feelings toward "T.V. Instruction" than did the control group students at the beginning and end of the semester.

End-of-semester evaluations indicated that students in both the telecourse and control group sections were enthusiastic about their English 101 class, giving high ratings to all of the course components, from 3.0 to 3.7 on a four point scale. Telecourse students rated the

study guide as the most helpful aspect of the course; control group classes found the instructor to be the most helpful component. Students in both sections felt they had accomplished their objectives, and their overall ratings of the quality of the course were similar.

Some of the weaknesses of the telecourse were pointed out in student responses to items concerning the amount of help they received as they moved through the course. Over one-third (35%) of the telecourse students who completed the course felt that they did not get as much individual help with their writing as they needed; one-third of the students (34%) said that they were not always able to get answers to questions when they had them. And only two-thirds of the telecourse students (67%) indicated that they would like to take another course "taught this way," while eighty-one percent (81%) of the control group students desired to take a course employing teaching methods similar to those used by their English 101 instructor.

The demographic information collected on the students in the English 101 telecourse and on campus sections may be combined to create profiles for each student population. The "typical" telecourse student emerges as a married female, about twenty-nine (29) years of age, who is employed full-time and takes classes part-time. She is not working toward a degree at the DCCCD, but hopes eventually to transfer and receive a bachelor's degree in education.

The "typical" on campus English 101 student is an unmarried male about twenty-five (25) years of age. He is working toward an associate degree at the community college, and hopes to receive a bachelor's degree in business. He is presently a full-time student, and does not hold a full-time job.

CONCLUSIONS

The English 101 telecourse "Writing for a Reason" appears to be providing effective instruction as defined in this study. Students demonstrated improved writing skills and improved writing self-concepts; they also expressed satisfaction with the course components and the teaching methods. The major difficulties with the course encountered by this study are: 1) students feel a need to receive more individual help with their writing than they presently are afforded by their writing consultants and 2) though little evidence was found to indicate that students withdrew from the telecourse due to dissatisfaction with the course itself, the high withdrawal rate is still a weakness and may indicate a need for better counseling and academic advisement of potential telecourse students. Finally, it may be concluded that the telecourse is serving a population of students which differs in some important ways from the general population of English 101 students.

STUDENT CHARACTERISTICS

DEMOGRAPHIC CHARACTERISTICS

Data were collected from computerized student records to determine the demographic characteristics of all English 101 students enrolled in the district. Information collected in this manner included the students' sex, student classification (full- or part-time student), ethnic group, major, student type (day or night student), average course load, average student age, and whether or not the student had graduated from high school.

FINDINGS

The summary of the demographic characteristics of the students is presented in Table 1. Tests of proportions indicated that the two groups of students (those enrolled in English 101 telecourse versus those enrolled in on campus English 101 sections) differ along several of the dimensions: the telecourse enrolled proportionately more students who are part-time female students, enrolled in transfer curricula. The average student age is much higher-- the average age of telecourse students was 29 years; the average age of on campus students was 25 years. Finally, telecourse students carried slightly fewer semester hours.

TABLE 1

STUDENT PROFILES: TOTAL POPULATION

From a computer search of student files, the following profile of English 101 telecourse and on campus students was drawn. Tests of proportions indicated that the two groups differed in certain respects. Asterisks (*) indicate where significant differences or associations occurred.

	Telecourse Students	On Campus Students
Sex*		
Male	51%	56%
Female	49%	44%
Test of proportions Z = 1.91		
*p < .05		
Student Classification*		
Part-time	60%	52%
Full-time	40%	48%
Test of proportions Z = 3.77		
*p < .001		
Ethnic Group		
Caucasian	74%	69%
Black	21%	22%
Mexican American	3%	6%
Other/Unknown	2%	3%
Chi-square X^2 = 1.398, 3df		

Table 1 - Student Profiles: Total Population

	Telecourse Students	On Campus Students
Major*		
Transfer	52%	53%
Technical/Occupational	20%	20%
Unknown/Undecided	28%	27%
Test of proportions Z = 10.29		
*p < .001		
Student Type*		
Day Students	50%	37%
Night Students	9%	54%
Day/Night Students	41%	9%
Chi-square X^2 = 65.599, 2df		
*p < .001		
Average Student Age	29 years	25 years
Average Course Load	9 hours	10 hours
High School Graduates	73%	78%

CONCLUSIONS

From this information, it may be concluded that the telecourse and on campus English 101 students comprise distinct populations of students.

STUDENT PROFILES

The second method used to determine whether the two groups of students differed according to other relevant characteristics was to administer a questionnaire to the sample of telecourse and control group students selected for the in-depth evaluative study, and to collect additional data from their computerized student files. (The sampling method is detailed in the chapter on Achievement.) The questionnaire, called the Student Background Survey (see Appendix B), and the student records search sought information in the following areas:

1) Race
2) Sex
3) Marital status
4) Occupational status
5) Student classification
6) Socioeconomic status
7) Degree plan
8) Major
9) Ability
10) Educational attainment
11) Educational aspiration
12) Reasons for taking English 101
13) Reasons for enrolling in the telecourse

The results of the Student Background Survey and of the records search of students included in the telecourse and on campus samples further substantiated some of the differences found in the study of student demographic characteristic conducted on the entire population. (See Table 2.) Tests of proportions and chi-square tests of independence demonstrated that the sample of telecourse students were more likely to be white and female; a larger percentage were married; a larger proportion of the telecourse sample was employed (eighty-eight percent [88%] of telecourse students versus seventy-four percent [74%] of control group students), and taking classes part-time [43%]). The socioeconomic status of the families of the students was independent of the course in which the student enrolled.

Other information collected on the two samples of students indicated that only sixty-three percent (63%) of the telecourse students were working toward a degree at the Dallas County Community College District, as opposed to seventy-six percent (76%) of the control group. Eighty-five percent (85%) of the telecourse students, but only seventy-nine percent (79%) of the control group, reported that they planned to pursue an academic rather than a technical-occupational major.

The measure selected tc estimate ability was reported high school grade point average. (See Talbe 3.) This measure was chosen since high school grades are highly

TABLE 2

STUDENT PROFILES: SAMPLES

Demographic information was collected on students in the telecourse and control group samples so that conclusions could be drawn regarding the comparability of the two groups. The data is presented below. The results of tests of proportions and chi-square tests of independence are reported. Asterisks (*) indicate where significant differences or associations occurred.

	Telecourse Sample	On Campus Sample
Sex*		
Female	66%	49%
Male	32%	48%
Unknown	2%	3%
Test of proportions Z = -2.18		
*p < .05		
Marital Status*		
Single	26%	35%
Married	34%	25%
Other/Unknown	40%	40%
Test of proportions Z = 1.92		
*p < .05		
Race*		
Caucasian	86%	62%
Other	11%	26%
Unknown	3%	12%
Test of proportions Z = -2.84		
*p < .01		

Table 2 - Student Profiles: Sample

	Telecourse Sample	On Campus Sample
Veteran Status*		
Is a veteran	10%	26%
Is not a veteran	86%	70%
Unknown	4%	4%
Test of proportions Z = -1.42		
*p < .01		
Occupational Status*		
Work part-time	14%	19%
Work full-time	55%	45%
Full-time homemaker	19%	10%
Not employed	11%	25%
No response	1%	1%
Chi-square X^2 = 10.0, 3df		
*p < .05		
Socioeconomic Status		
High	20%	22%
Middle	53%	53%
Low	27%	25%
Chi-square X^2 = .17, 2df		

TABLE 3

ABILITY

Reported high school grade point average was used as an estimate of ability. A chi-square test of independence uncovered no relationship between the course in which a student enrolled and his ability.

Ability	Telecourse Sample	On Campus Sample
Far above average (mostly "A's")	12%	4%
Above average (mostly "A's" and "B's")	52%	48%
Average (mostly "C's")	29%	36%
Below average (mostly "C's" and "D's")	4%	9%
Far below average (mostly "D's" and below)	0%	0%
(No response)	3%	3%

Chi-square $X^2 = 4.44$, 4df

predictive of achievement in college*, and self-report measures have been found to have a high correlation--around .90--with institutionally reported grade point averages.** A chi-square test of independence uncovered no association between the English course in which a student enrolled and his ability.

The measure of educational attainment indicated that the telecourse students had completed more years of schooling than had the control group students. Only six percent (6%) of the control group had completed one year of college or more, but twenty-nine percent (29%) of the telecourse students had completed at least one year of college, even though a smaller percentage of telecourse students had graduated from high school. Students' educational aspirations and the course in which students were enrolled were interrelated: the control group students hoped to complete more years of school than did the telecourse students. (See Table 4.)

An examination of the reasons students gave for enrolling in English 101 indicated that more telecourse students, eighty-six percent (86%), took English "because it was required." This figure was fifty-six percent (56%) for the control group.

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* Pedrini, B.C. and Pedrini, D.T. Predictions of College Achievement and Attrition, 1973. (Eric Document Reproduction No. ED 083535)

** Baird, L.L. "The Student Description Questionnaire: How Valid is its Information? How can it be Used?" College Board Review, 81, 1971.

TABLE 4

EDUCATION

Students in the telecourse and control classes were asked several questions about their past educational attainment, present educational status, and future educational aspirations. Chi-square tests of independence were computed to find out if associations existed between the course in which a student enrolled and his education. The results are given below. An asterisk (*) indicates that a significant association was found.

Educational Attainment*	TV	Control
Some high school	8%	9%
High school	63%	83%
One year of college (30 hours)	19%	6%
Two years of college (60 hours)	8%	0%
Bachelor's Degree	2%	0%
(No response)	0%	1%

Chi-square $X^2 = 14.01$, 3df

*$p < .01$

Present Educational Status*	TV	Control
Part-time	69%	43%
Full-time	30%	57%
(No response)	1%	0%

Test of proportions $Z = -3.54$

*$p < .001$

Table 4 - Education

Degree Sought at the DCCCD	TV	Control
One year certificate program	10%	6%
Two year Associate of Applied Arts and Sciences	26%	38%
Two year Associate of Arts and Sciences	27%	32%
Not working toward a degree	32%	21%
No response	4%	3%

Chi-square $X^2 = 4.51$, 3df

Major	TV	Control
Business	22%	27%
Education	37%	12%
Liberal Arts	7%	10%
Science-mathematics	10%	13%
Technical-occupational	9%	17%
Undecided	15%	21%

Chi-square $X^2 = 2.86$, 4df

Educational Aspiration*	TV	Control
Certificate (1 year program)	2%	1%
Associate Degree (2 year program)	15%	21%
Bachelor's Degree (4 year program)	53%	48%
Master's Degree or higher	21%	26%
(None of the above)	5%	4%
(No response)	3%	0%

Chi-square $X^2 = 13.65$, 3df

*$p < .01$

Table 4 - Education

Achievement Motivation (Grade Expected in English 101)	TV	Control
"A"	36%	36%
"B"	52%	48%
"C"	9%	16%
"D"	1%	0%
"F" or "P"	0%	0%
(No response)	2%	0%

Chi-square $X^2 = 2.55$, 3df

Reason For Taking English 101*	TV	Control
Because it is required.	68%	56%
For self-improvement.	27%	44%
I thought it would be fun.	3%	0%
(No response)	2%	0%

Chi-square $X^2 = 6.84$, 2df

*$p < .05$

The most often cited reasons for selecting the telecourse section over an on campus section of English 101 were "I liked the idea of learning by T.V." --seventy-six percent (76%), and "Job and home responsibilities made it hard for me to get onto campus"--seventy percent (70%). (See Table 5.)

TABLE 5

REASONS FOR TAKING THE TELECOURSE

Students in the English 101 telecourse were asked to report their reasons for enrolling in the telecourse section of the course. The reasons they gave are listed below.

Reason for Enrolling in the English 101 Telecourse	Yes	No	No Response
I thought it would be easier than taking the course on campus.	25%	71%	4%
I have had a TV course before.	31%	67%	2%
I liked the idea of learning by TV.	76%	22%	2%
I thought I would learn better with TV than in an on campus class.	36%	62%	2%
I couldn't get into an on campus class because they were full or met at inconvenient times.	48%	51%	1%
The TV course allowed me to take a full load.	33%	65%	2%
Transportation problems make it hard for me to get onto campus.	10%	88%	2%
Health or medical considerations make it hard for me to get onto campus.	4%	93%	2%
Job and home responsibilities make it hard for me to get onto campus.	70%	27%	2%

CONCLUSIONS

Telecourse students comprise a unique population of students. Although the ability and socioeconomic status of the families of the telecourse and control group students were not found to differ, significant differences were found with respect to their other demographic characteristics including their educational experiences, attainment, status, and aspirations.

ACHIEVEMENT

Three measures of English achievement were used: scores on student compositions, final grades in English 101, and achievement in English 102, the normal sequence course for transfer students.

STUDENT COMPOSITIONS

The methodology for determining English achievement through an analysis of student scores on compositions was originally developed by the research staff and was then submitted to an advisory committee of on campus and telecourse English 101 instructors for their revisions and recommendations. The methods and procedures which were implemented reflect the thinking of both groups, though some modifications were made to meet institutional constraints. The methodology was also reviewed by college and district administrators.

METHODS

The methodology selected employed a pre-test/post-test control group design. Data were collected on all telecourse students who attended the orientation session (452 students), and on students enrolled in twelve on campus English 101 classes which were the control group (283 students). The on campus classes were selected for this study in the following manner: division chairmen from each of the four campuses selected three classes

for participation, including two day classes and one evening class. They were instructed to select classes which met on a Tuesday-Thursday schedule (rather than on a Monday-Wednesday-Friday schedule) so that seventy-five (75) minute time blocks would be available for students to complete the essays. Division chairmen were also told to include only instructors who could meet the "Criteria for Inclusion in the Study." (See Appendix B.)

The two topics for the essays were selected from those recommended by division chairmen and campus English instructors. The topics appeared to meet the following criteria:

1) They required no research on the part of the student, but would allow him to write from his personal experience.

2) They used the same mode of discourse (both would lead to the composition of "expository" essays).

3) They were similar enough to be considered "equivalent" in terms of their difficulty.

4) They differed sufficiently to eliminate the probability of contaminating "practice effects."

5) Community college instructors deemed them as being appropriate and interesting topics for community college students.

6) They did not overlap with material, ideas, or topics presently assigned or covered in the English 101 telecourse or control classes.

Students were required to write an essay "explaining your concept of a good marriage" or "explaining your concept of a good advertisement." If the last digit of a student's social security number was an odd number, he wrote on the first topic for the pre-test and the second topic for the post-test. If the last digit was an even number, the order of the topics was reversed. It was hoped that this method of assigning topics to students would serve to randomize the topics, ensure that the students wrote on different topics during the two testing sessions, and preserve the anonymity of the papers for the graders so that they could not determine which papers were written by telecourse students, or which papers were written at the end of the semester.

The pre-course tests were administered during the first class period to the control group and during the telecourse orientation session. Post-tests were administered during the final examination period to students in the telecourse and during the last class or final examination period to the control classes. Students were allotted seventy five (75) minutes in which to complete the essays. Since there was no way to enforce the time limit for the telecourse students during the final examination, proctors and/or students were asked to report the length of time they spent.

One of the control group classes was deleted from the study since the instructor failed to administer the post-tests as specified. All students for whom complete data were available were pooled, and a random sample of twenty-

five telecourse and twenty-five control group students was selected from each campus for the data analysis. At one of the colleges, two of the telecourse students who were randomly selected for the sample had exceeded the seventy-five minute time limit. In order not to bias the sampling process, all students from the telecourse were included from that campus, bringing the total number of students from this campus to thirty, and the total number of students who exceeded the time limit to four. A Pearson product-moment correlation coefficient indicated that there was no correlation between the time students spent on the essays and the scores they received at this college.

Four instructors were selected to serve as independent raters of the essays. The criteria for their selection included:

1) Each campus was to be represented.

2) The instructors had not participated in the study previously.

3) The instructors had taught freshman English in a community college setting for a minimum of two years.

4) The instructors were presently teaching English 101.

5) The instructors held master's degrees in English or English Education.

The raters used a five-point scale to evaluate each essay in eight categories: content, organization of individual paragraphs, organization of the entire paper, sentences, usage, direction, spelling and mechanics, and "holistic" or overall quality. All indicators of the

authors of the essays, their campus, instructor, section, etc., were removed from the papers so that only the social security number remained to identify them.

The grading sessions began with an explanation for procedures to be followed in completing the Composition Rating Scale. (See Appendix C.) Next, the graders were asked to rank seven of the eight categories (excluding "holistic" or overall quality) to indicate their opinions regarding the relative importance of each category. The graders then practiced rating some compositions which had not been selected for inclusion in the final data analysis and were encouraged to discuss their reasons for assigning particular scores to the essays. The initial inter-rater reliabilities obtained from the practice session ranged from .26 on "organization of paragraphs" to .79 on "content" and "holistic" score. Discussion of the assigned ratings continued until a concensus of meaning was reached in an attempt to enhance the inter-rater reliabilities.

When asked to compare the overall quality of the essays used in the study with the essays written by their freshman English students, two raters felt that the quality of the essays written by the students was similar, one felt that it was generally lower, and one felt that the quality of the papers was generally higher.

Several essays had to be deleted from the study because the students had not written on the assigned topics.

A total of 194 usable pairs of essays were rated. Each essay was graded by two raters.

FINDINGS

Since each essay was graded by two raters, the inter-rater reliabilities for all pairs of raters were calculated. (See Table 6.) Next, the scores the two raters assigned to each essay were combined into a single score, and an estimate of the reliability of the measure was calculated using the Spearman-Brown formula applied to ratings. The reliability of the measure estimates ranged from .57 for diction to .73 for "holistic" score. (See Table 7.)

When correlated t-tests were calculated, it was determined that the students in both the telecourse and control group made significant gains on their post-test scores in all eight categories. (See Table 8.) When the telecourse and control group were compared using analysis of covariance to equalize initial differences, the telecourse students' post-test essay scores were shown to be significantly higher than the control groups' in three categories: organization of individual paragraphs, organization of the entire essay, and "holistic" score. Telecourse students in the sample scored slightly, but not significantly, higher than the control group in the content, sentences, diction, and spelling and mechanics categories. The control group students scored slightly higher on usage. (Tables 9-16.)

TABLE 6

INTER-RATER RELIABILITY

Snedecor's formula for calculating the reliability of average ratings was computed for each pair of raters. The range of the obtained inter-rater reliabilities on each measure are given below:

Category	Reliability Range
Content	.47 - .65
Organization of individual paragraphs	.53 - .64
Organization of the entire essay	.54 - .65
Sentences	.53 - .64
Usage	.52 - .63
Diction	.50 - .63
Spelling and mechanics	.49 - .61
Holistic score	.50 - .62

TABLE 7

RELIABILITY OF THE ESSAY MEASURES

The Spearman-Brown formula applied to ratings was calculated for each of the eight essay measures. The obtained reliabilities of the measures follow:

Measure	Reliability
Content	.66
Organization of individual paragraphs	.69
Organization of the entire essay	.72
Sentences	.70
Usage	.70
Diction	.57
Spelling and mechanics	.69
Holistic score	.73

TABLE 8

MEAN SCORES ON ESSAYS

When both telecourse and control group students' scores on the essays are combined, the following mean scores were obtained on the pre- and post-course essays. Raters assigned scores on a scale from "5" (excellent) to "1" (failing). Correlated t-tests were performed to assess the significance of pre- to post-course changes in the means.

	Pre-test	Post-test	t-values
Content	2.1	2.8	12.143*
Organization of individual paragraphs	1.9	2.6	10.728*
Organization of the entire essay	1.9	2.6	10.689*
Sentences	2.3	2.8	8.502*
Usage	2.5	2.8	6.092*
Diction	2.7	3.0	5.399*
Spelling and mechanics	2.6	2.9	5.695*
Holistic score	2.1	2.7	11.379*

*$p < .001$

TABLE 9

SCORE ON "CONTENT"

Pre- and post-test scores obtained by students in the category of "content" are given below. Raters assigned scores from "5" (excellent) to "1" (failing). The results obtained from the analysis of covariance were not significant, indicating that the post-test scores of the two groups did not differ significantly. Correlated t-tests indicated that post-test scores were significantly higher than pre-test scores for both groups of students.

	Pre-test $\bar{X}$	Post-test $\bar{X}$	t-values
TV	2.111	2.889	9.881*
Control	2.124	2.789	7.441*

Analysis of covariance $F_{1,193} = .999$

*p < .01

TABLE 10

SCORES ON "ORGANIZATION OF INDIVIDUAL PARAGRAPHS"

Pre- and post-test scores obtained by students in the category of "organization of individual paragraphs" are given below. Raters assigned scores from "5" (excellent) to "1" (failing). The results obtained from the analysis of covariance was significant, indicating that telecourse students performed better on this post-test measure than did the control group students. Correlated t-tests indicated that both groups of students significantly improved their post-test scores.

	Pre-test $\bar{X}$	Post-test $\bar{X}$	t-values
TV	1.828	2.707	9.304*
Control	1.979	2.541	6.001*

Analysis of covariance $F_{1,193} = 3.880$, $p < .05$

*p < .01

TABLE 11

SCORES ON "ORGANIZATION OF THE ENTIRE PAPER"

Pre- and post-test score means obtained by students in the category "organization of the entire paper" are given below. Raters assigned scores from "5" (excellent) to "1" (failing). The results obtained from the analysis of covariance indicated that when initial differences in performance levels are taken into account, the telecourse students performed significantly better than the control group on this measure. Correlated t-tests indicated that both groups of students improved their scores significantly on the post-test.

	Pre-test $\bar{X}$	Post-test $\bar{X}$	t-values
TV	1.793	2.727	9.527*
Control	1.928	2.500	5.788*

Analysis of covariance $F_{1,193} = 5.360$, $p < .05$

*$p < .01$

TABLE 12

SCORES ON "SENTENCES"

Pre- and post-test score means obtained by students in the category "sentences" are given below. Raters assigned scores from "5" (excellent) to "1" (failing). The results of the analysis of covariance were not significant: both groups obtained similar post-test scores. The results of correlated t-tests showed that both groups made significant gains over their pre-test scores.

	Pre-test $\bar{X}$	Post-test $\bar{X}$	t-values
TV	2.684	2.854	5.977*
Control	2.609	2.742	6.043*

Analysis of covariance $F_{1,193} = .520$

*$p < .01$

TABLE 13

SCORES ON "USAGE"

Pre- and post-test scores on "usage" are given below. Raters assigned scores from "5" (excellent) to "1" (failing). The results obtained from the analysis of covariance indicated that when initial differences are taken into account, the two groups performed at about the same level. Correlated t-tests showed that both groups improved significantly on their post-test scores.

	Pre-test $\bar{X}$	Post-test $\bar{X}$	t-values
TV	2.667	2.965	3.670*
Control	2.381	2.742	5.059

Analysis of covariance $F_{1,193} = .361$

*p < .01

TABLE 14

SCORES ON "DICTION"

Pre- and post-test scores obtained by students on "diction" are given below. Raters assigned scores from "5" (excellent) to "1" (failing). The two groups did not score significantly differently on the post-test but there was a significant gain made by both groups over their pre-test scores.

	Pre-test $\bar{X}$	Post-test $\bar{X}$	t-values
TV	2.783	3.051	3.518*
Control	2.557	2.866	4.110*

Analysis of covariance $F_{1,193} = .588$

*p < .01

TABLE 15

SCORES ON "SPELLING AND MECHANICS"

Pre- and post-test scores obtained by students on "spelling and mechanics" are presented below. Raters assigned scores on a scale from "5" (excellent) to "1" (failing). When initial differences are taken into account, the scores of the two groups were not significantly different. Both groups improved their scores significantly on the post-test measure.

	Pre-test $\bar{X}$	Post-test $\bar{X}$	t-values
TV	2.707	3.035	3.782*
Control	2.464	2.784	4.336*

Analysis of covariance $F_{1,193} = 1.314$

*p < .01

TABLE 16

"HOLISTIC" SCORES

Pre- and post-test means obtained by students in the TV and control group are given below. Raters assigned scores from "5" (excellent) to "1" (failing). While both groups significantly improved their scores on the post-test measure, the telecourse students performed significantly better than the on campus students.

	Pre-test $\bar{X}$	Post-test $\bar{X}$	t-values
TV	2.141	2.854	9.287*
Control	2.113	2.639	6.861*

Analysis of covariance $F_{1,193} = 4.133$, $p < .05$

*p < .01

The ranks that the raters assigned to seven of the essay categories (content, organization of individual paragraphs, organization of the entire essay, sentences, usage, diction, and spelling and mechanics) were averaged to yield seven weighting factors. (See Table 17.) The weighting factors were applied to the students' scores to obtain a single "overall" score for the composition and a new analysis of covariance was calculated. The results indicated that the new "overall" score of the telecourse sample was slightly, but not significantly higher than that of the control group. (See Table 18.)

CONCLUSIONS

Although the telecourse specifies that the main objectives of the telecourse are to help students to improve their overall writing skills, special emphasis is given to improvement in the areas of content, organization of individual paragraphs, and organization of the entire paper. Although it may be concluded from this study that the telecourse seems to provide effective instruction in all the writing categories examined, it is important to note that telecourse students are achieving statistically significant higher scores than are on campus students in organization of individual paragraphs, organization of the entire paper, and "holistic" or overall quality. Although it is not known which areas of composition were stressed in the control group classes, the instructors had agreed that the eight categories defined on

TABLE 17

WEIGHTINGS OF ESSAY CATEGORIES

The four raters weighted the eight essay categories to indicate their perception of the relative importance of the categories in contributing to the overall quality of the essay. The weightings given to each category were averaged, and the means are given below:

Category	Mean Weightings
Content	10.0
Organization of the entire essay	9.8
Organization of individual paragraphs	8.5
Usage	8.5
Sentences	8.0
Diction	8.0
Spelling and mechanics	7.5

TABLE 18

OVERALL ESSAY SCORES

Mean pre- and post-test scores obtained by telecourse and control group students on the essays are given below. These overall essay scores were obtained by applying the mean weightings established by the raters to student scores on "content," "organization of individual paragraphs," "organization of the entire essay," "sentences," "usage," "diction," and "spelling and mechanics". The results obtained from the analysis of covariance were not significant, indicating that when initial differences in the two groups are taken into account, their post-test scores were not significantly different.

	Pre-test $\bar{X}$	Post-test $\bar{X}$
TV	277	348
Control	269	326

Analysis of covariance $F_{1,193} = 2.437$

the "Composition Rating Scale" were important objectives for their courses. It is difficult to determine why significant differences between the telecourse and control group students' post-test scores were obtained from the "holistic" measure, but no significant differences were found when the rater weightings were applied to develop "overall" scores for the compositions. It appears that the raters were not using only the seven categorical scores to arrive at a "holistic" score for each essay; their judgement of the "holistic" quality of a essay may have contained other subjective elements.

FINAL GRADES

METHODS

Final grade distributions of telecourse and on campus English 101 students were compiled. A chi-square test of independence was computed to determine if there were a relationship between the course in which a student enrolled and his grades. Next, the students were dichotomized into "successful" and "unsuccessful" students: "successful" students were defined as those who received grades of "A," "B," "C," and "D," and "unsuccessful" students were defined as those who received grades of "F," "I," "W," or "P." A test of proportions was carried out to determine if the difference in the percentages of successful and unsuccessful students in each group was significant.

FINDINGS

A significant association was found to exist between the grades a student received and the course in which he was enrolled. (See Table 19.) This association was primarily due to the large number of telecourse students who withdrew from the course. The test of proportions also reflected this higher withdrawal rate, and a significantly larger percentage of telecourse students were classified as "unsuccessful." In all, only forty percent (40%) of the telcourse students were successful in the course, as opposed to sixty-three percent (63%) of the on campus English 101 students. (See Table 20.)

When the grade point average of those students who received grades of "A," "B," "C," "D," or "F," was calculated, the means were similar. The mean grade of the telecourse students in English 101 was 2.8, and the mean grade of the on campus students was 2.7 on a four-point scale.

CONCLUSIONS

Telecourse students were less successful in their course than were the on campus students on this measure. This conclusion is attributed to the excessive number of withdrawals from the telecourse, since the mean grade attained by the two groups of students was similar.

TABLE 19

GRADE DISTRIBUTIONS

Grade distributions of all on campus and telecourse students in English 101 were computed. A chi-square test of independence was carried out to see if a relationship exists between the grade a student achieves and the course in which he is enrolled. A significant association between course and grade was found.

	Grades								
	A	B	C	D	F	I	W	P	Mean
TV	11%	20%	8%	1%	3%	0%	52%	5%	2.8
On Campus	19%	23%	16%	5%	5%	0%	30%	2%	2.7

Chi-square $X^2_1 = 13.37$, 4df

*p < .01

TABLE 20

SUCCESSFUL AND UNSUCCESSFUL STUDENTS

When the grade distribution was dichotomized to reflect "successful" students (those who received grades of "A," "B," "C," and "D") and unsuccessful students (those who received grades of "F," "I," "W," and "P"), the following percentages were obtained. A test of proportions was applied to determine the comparability of the percentages of successful students in each group. It was found that the percentage of successful students was significantly higher in the on campus course than in the telecourse.

	Successful	Unsuccessful
TV	40%	60%
On Campus	63%	37%

Test of proportions Z = 11.11

*p < .001

TELECOURSE STUDENT FOLLOW-UP

The purpose of this portion of the study was to examine the success of English 101 telecourse and on campus students in their English 102 course. (English 102 is the normal sequence course for students in college transfer curricula). It was anticipated that an indication regarding the adequacy of preparation students received in the English 101 telecourse would emerge.

METHODS

Grade sheets were collected to identify students who enrolled in the English 101 telecourse in the spring semester, 1975. A computer program was written to obtain students' grades in English 101, along with the grades those students attained in English 102 during the subsequent summer and fall semesters. Finally, summer and fall semester grade distributions of all English 102 students who had taken the telecourse or the on campus English 101 sections were compiled for comparison.

FINDINGS

Of the 299 students who successfully completed the English 101 telecourse during the spring semester of 1975, 135 students subsequently enrolled in English 102 during the summer or fall semesters of that year. The mean grade achieved by the telecourse students in the English 102 class was 3.0 on a four-point scale; the mean grade of the on campus students was 2.8. (See Table 21.)

TABLE 21

TELECOURSE STUDENT FOLLOW-UP

The grades English 101 telecourse and on campus students made in their English 102 classes were compiled, and students were divided into groups to reflect success in their English 102 class. Students who attained grades of "A," "B," "C," or "D" were classified as "successful," and students who received "F's," "I's," "W's," or "P's" were considered "unsuccessful."

English 102 Grade Distributions

Previous Course	A	B	C	D	F	I	W	P	Mean
English 101 TV (N = 135)	32%	21%	14%	1%	5%	0%	26%	1%	3.0
English 101 On Campus (N = 3471)	25%	23%	16%	4%	5%	1%	24%	2%	2.8

Previous Course	Successful Students	Unsuccessful Students
TV	68%	32%
On Campus	68%	32%

When the students were divided into groups based on their achievement in their English 102 class, it was found that sixty-eight percent (68%) of the English 101 telecourse students were successful (achieved grades of "A," "B," "C," or "D") and sixty-eight percent (68%) of the English 101 on campus students were successful in English 102.

CONCLUSIONS

The achievement of telecourse and on campus English 101 students in their English 102 course was comparable. While the telecourse students had a slightly higher grade point average, the percentage of successful students was identical for each group.

STUDENT ATTITUDES

In recent years, instructional programs have focused on the affective as well as the cognitive growth of students in an attempt to influence the development of positive attitudes toward the subject matter and the student's perceptions of his own competency in the subject area. It is assumed that if a student's attitude toward the subject matter improves, he will demonstrate increased interest in it and continue to explore the subject area outside the classroom. Furthermore, if he has a high regard for his own competency in coping with the subject matter, his self-concept in that area will improve.

METHODS

In this study, a pre-test/post-test control group design was implemented to assess changes in student attitudes toward English (the subject matter), the students' perceptions of their "Writing Skills" (self-concept of writing ability), and "TV Instruction" (the method of instruction). This last variable was included since it was hypothesized that if students' attitudes toward the method of instruction were found to be positive, the students would be more likely to pursue it by enrolling in other telecourses in the future. Finally, students' attitudes toward "My English Class" were evaluated to assess the attitudinal changes of the control group toward the instructional methods utilized in the course.

At the beginning and end of the semester, students were asked to complete a Semantic Differential attitude test. (See Appendix B.) This test asked students to rate four concepts, "English," "My Writing Skills," "TV Instruction," and "My English Class" according to ten bipolar adjectives. The adjectives were selected based on their factor loadings on the evaluative, potency, and activity scales developed by Osgood, Suci, and Tannenbaum.*

The Semantic Differential was administered to all English 101 telecourse students and to students in the twelve control group classes which had been selected for participation in the larger evaluative study, and the same procedures for selecting the students for the data analysis were employed. (See the chapter on Achievement for details of sample selection.)

To establish the reliability of the measure, two English classes not participating in this study were asked to complete the Semantic Differential twice in a three-week period. It was assumed that evidence of changes in student attitude which occurred during this short time span would relate to measurement errors rather than to actual changes in attitude.

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* Osgood, C.E.; Suci, G.J.; Tannenbaum, P.H. The Measurement of Meaning. University of Illinois Press, Urbana, 1975.

FINDINGS

Pearson product-moment correlation coefficients calculated on the independent sample to establish the reliabilities of the measures yielded test-retest reliabilities ranging from a low of .61 to a high of .78. (See Table 22.)

An inspection of the data from the control group study showed that both telecourse and control group students began the semester with positive attitudes toward all the concepts examined. For instance, on the seven-point scale, where a high score indicates a positive evaluation of the concept and a low score indicates a negative evaluation, the telecourse students had a mean score of 5.6 on the "English" scale; 5.7 on the "TV Instruction" scale; 5.5 on the scale testing attitudes toward "My English Class." The lowest rating was given to "My Writing Skills," for which the mean score was 4.5. (See Tables 23-26.)

The control group scored somewhat lower on the pretest measures than did the telecourse students, though their ratings were also on the positive side. They gave a mean rating of 5.4 to "English", 5.3 to "My English Class", 4.4 to "My Writing Skills", and 4.3 to "TV Instruction."

Correlated t-tests indicated that telecourse students sample significantly improved its attitude toward writing skills, and the control group sample significantly improved its attitude toward writing skills, English, and

TABLE 22

SEMANTIC DIFFERENTIAL RELIABILITY

Pearson product-moment correlation coefficients were calculated for each of the four scales in the Semantic Differential to obtain an estimate of the reliability. The results follow:

	Reliability
"English"	.65
"My Writing Skills"	.78
"TV Instruction"	.64
"My English Class"	.61

TABLE 23

ATTITUDES TOWARD "ENGLISH"

Students responded to a seven-point Semantic Differential, with a response of "1" indicating a negative attitude and a response of "7" indicating a positive attitude. Pre- and post-test means were calculated for telecourse and control group students to assess any changes in their attitude toward "English." An analysis of covariance indicated that the two groups of students did not differ significantly at the end of the semester, but control students' attitudes significantly improved, demonstrating more positive attitudes toward "English" at the time of the post-test administration. The means, t-values, and F-value are given below.

	Pre-test $\bar{X}$	Post-test $\bar{X}$	t-values
TV	5.627	5.699	.498
Control	5.408	5.652	2.125*

Analysis of covariance $F_{1,189} = .035$

*$p < .05$

TABLE 24

ATTITUDES TOWARD "TV INSTRUCTION"

Students responded to a seven-point Semantic Differential, with a response of "1" indicating a negative attitude and a response of "7" indicating a positive attitude. Pre- and post-test means were calculated for telecourse and control group students to discover if their attitudes toward televised instruction improved from the beginning to the end of the semester. The telecourse post-test scores were significantly higher than the control groups' post-test scores, though the telecourse students also began with a more positive attitude. The pre- and post-course means, the t-values, and F-value (obtained from analysis of covariance) are given below.

	Pre-test $\bar{X}$	Post-test $\bar{X}$	t-values
TV	5.742	5.609	.892
Control	4.398	4.381	.099

Analysis of covariance $F_{1,183} = 26.69$, $p < .001$

TABLE 25

ATTITUDES TOWARD "MY WRITING SKILLS"

Students responded to a seven-point Semantic Differential with a response of "1" indicating a negative attitude and a response of "7" indicating a positive attitude. Pre- and post-test means were calculated for telecourse and control group students to assess any changes in their attitudes toward their writing skills. An analysis of covariance indicated that the students in the two groups did not differ significantly in their post-test scores. Correlated t-tests showed that both groups improved their attitudes significantly on this measure. The means, t-values, and the F-value are given below.

	Pre-test $\bar{X}$	Post-test $\bar{X}$	t-values
TV	4.517	4.973	3.778*
Control	4.407	4.939	4.328*

Analysis of covariance $F_{1,197} = .071$

*p < .01

TABLE 26

ATTITUDES TOWARDS "MY ENGLISH CLASS"

Students responded to a seven-point Semantic Differential with a response of "1" indicating a negative attitude and a response of "7" indicating a positive attitude toward the concept "My English Class." Pre- and post-test means were caluculated for telecourse and control group students to assess changes in attitude. An analysis of covariance indicated that students' post-course attitudes were similar. Correlated t-tests indicated that only the control group significantly improved its score on this measure.

	Pre-test $\bar{X}$	Post-test $\bar{X}$	t-value
TV	5.552	5.555	.024
Control	5.309	5.658	2.841*

Analysis of covariance $F_{1,185} = .805$

*p < .01

English class. Slight, but not significant, improvements occurred on all post-test measures except attitudes toward TV instruction, which dropped slightly for the telecourse students.

The results of the analysis of covariance showed that even when initial differences between the two groups were taken into account, the telecourse students had significantly higher post-test scores on the scale "TV Instruction" than did the control group. The two groups did not differ significantly on their post-test scores on any other scale.

CONCLUSIONS

The telecourse seems to have been successful in promoting improved self-concept of writing ability on the part of its students. That there was no significant improvement in attitudes toward the subject matter, English, appears to be a weakness since the control group did improve its attitude in this area. But it is of interest that the control group began with a less positive attitude on this measure, and that the two groups achieved identical post-course means (5.7 for telecourse students; 5.7 for control group students). Similarly, the control group achieved statistically significant gains on the measure of attitude toward the method of instruction, and the telecourse students did not. However, the control group students had begun with a less positive attitude and the post-test scores

were similar (5.66 for the control group; 5.61 for the telecourse students).

The findings that the control group students had not changed their attitude toward TV instruction (the pre-test and post-test means were both 4.4) and that the telecourse students had not changed their attitude toward "My English Class" (the pre-test and post-test means were both 5.5) lent further credibility to the reliability of the measure, since no changes in scores in these areas would be anticipated if the measure were reliable.

STUDENT PERCEPTIONS OF THE TELECOURSE

COURSE EVALUATIONS

METHODS

Survey instruments were developed and administered to telecourse and control group students during their final examination period. The purpose of the surveys was to elicit student reactions to the course components and to obtain information regarding student perceptions of various aspects of the course. A random sample of the surveys was selected for the data analysis following the procedures delineated in the chapter on Achievement.

FINDINGS

The ratings students assigned to the helpfulness of the various course components were high, ranging from 3.0 to 3.7 on a four-point scale. When the components of the two courses were ranked, it was found that the telecourse students felt the study guide to be the most helpful aspect of the course, and the control group felt the instructor was the most helpful. (See Table 27.) The telecourse students felt that the writing consultant was the second most helpful, and the control group rated the class lectures second.

Although the components of the two courses are not directly comparable since they serve slightly different functions within the framework of each, some tentative

comparisons were made. Control group students found the class lectures to be extremely helpful to them in learning the course material: the mean rating was 3.6 on a four-point scale, and the telecourse students found the TV programs to be slightly, but not significantly, less helpful. The mean rating of the TV programs was 3.4. No significant differences were found between the ratings given to the textbooks, course organization, or the helpfulness of the instructors.

Students in both groups--ninety percent (90%) of the telecourse sample and ninety-one percent (91%) of the control group--felt that the courses covered an appropriate amount of material. (See Table 28.) Similarly, over half the students in both groups believed at the end of the semester that their writing skills had improved "very much." (See Table 29.)

A test of proportions indicated that a significantly smaller percentage of the telecourse students were able to get as much individual help with their writing as they needed--only fifty-two percent (52%) of the telecourse students believed that they received enough help as opposed to seventy-three percent (73%) of the control group. A chi-square test of independence revealed that there was an association between the course in which a student was enrolled and his ability to get answers to questions when he had them, with the control group being significantly more likely to obtain the necessary help.

TABLE 27

HELPFULNESS OF COURSE COMPONENTS

The mean ratings telecourse and control group students gave to the various components of their course are given below. Ratings ranged from "4" (very helpful) to "1" (not at all helpful). The course components have been ordered from most to least helpful as judged by the telecourse students.

Telecourse Component	Rating
Study guide	3.7
Writing consultant	3.5
TV programs	3.4
Course organization	3.3
Textbook	3.1
Discussion meetings	3.0

On Campus Component	Rating
Instructor	3.7
Class lectures	3.6
Class discussions	3.5
Teaching methods	3.5
Course organization	3.3
Textbook	3.1

TABLE 28

EVALUATION OF COURSE COMPONENTS

Students in the telecourse and control group sections of English 101 were asked to evaluate the components of their English class by indicating how helpful each component was as they attempted to master the subject matter. Although the course components are not comparable in many cases, those that appear somewhat similar are presented together.

	TV TV Programs	Control Class Lectures
Very helpful	57%	58%
Helpful	30%	40%
Not helpful	6%	1%
Not at all helpful	5%	1%
No response	2%	0%
t-test t = -1.14	$\bar{X}$ = 3.43	$\bar{X}$ = 3.55

	TV Writing Consultant	Control Instructor
Very helpful	56%	70%
Helpful	32%	27%
Not helpful	4%	1%
Not at all helpful	2%	1%
No response	6%	1%
t-test t = -1.78	$\bar{X}$ = 3.51	$\bar{X}$ = 3.67

Table 28 - Evaluation of Course Components

	TV Textbook	Control Textbook
Very helpful	36%	27%
Helpful	45%	60%
Not helpful	11%	10%
Not at all helpful	6%	2%
No response	1%	2%
t-test t = .01	$\overline{X}$ = 3.13	$\overline{X}$ = 3.13

	TV Course Organization	Control Course Organization
Very helpful	42%	33%
Helpful	44%	57%
Not helpful	6%	7%
Not at all helpful	5%	1%
No response	4%	2%
t-test t = -4.60*	$\overline{X}$ = 3.01	$\overline{X}$ = 3.52

*p < .01

	TV Study Guide	Control Teaching Methods
Very helpful	76%	55%
Helpful	18%	41%
Not helpful	2%	3%
Not at all helpful	1%	1%
No response	2%	0%
t-test t = 2.68*		

*p < .01

TABLE 29

GLOBAL COURSE EVALUATION

Students in the telecourse and control group samples were asked to provide an overall evaluation of the course by responding to several survey questions. Their responses to these items are given below. T-tests, tests of proportions, and chi-square tests of independence were calculated to determine if significant differences in attitudes or associations with the course exist between the two groups. Asterisks (*) indicate where significant differences were found.

I Accomplished My Objectives In This Course	TV	Control
Strongly agree	25%	19%
Agree	57%	66%
Disagree	9%	6%
Strongly disagree	1%	1%
No opinion	2%	8%
No response	6%	0%
t-test t = .220	$\bar{X}$ = 3.12	$\bar{X}$ = 3.14

I Would Like To Take Another Course Taught In This Way*	TV	Control
Strongly agree	36%	38%
Agree	31%	43%
Disagree	11%	10%
Strongly disagree	16%	3%
No opinion	3%	5%
No response	3%	1%
t-test t = -2.1	$\bar{X}$ = 2.94	$\bar{X}$ = 3.23

*p < .05

Table 29 - Global Course Evaluation

The Course Covered An Appropriate Amount Of Material	TV	Control
Strongly agree	45%	35%
Agree	40%	56%
Disagree	5%	3%
Strongly disagree	1%	2%
No opinion	5%	4%
No response	4%	0%
t-test t = 1.22	$\bar{X}$ = 3.42	$\bar{X}$ = 3.29

My Writing Skills Have Improved...	TV	Control
Very much	55%	51%
Somewhat	32%	42%
A little bit	7%	7%
Not at all	2%	0%
(No response)	4%	0%
Chi-square X^2 = 3.42, 3df		

Did You Get As Much Individual Help With Your Writing As You Needed?*	TV	Control
Yes	52%	73%
No	35%	18%
(No response)	13%	9%
Test of proportions Z = 2.85		

*p < .01

Table 29 - Global Course Evaluation

Were You Able To Get Answers To Your Questions When You Had Them?*	TV	Control
Always	51%	73%
Sometimes	25%	14%
Occasionally	7%	4%
Never	2%	0%
(No response)	14%	9%
Chi-square X^2 = 9.631, 3df		
*p < .05		

How Many Hours A Week Did You Spend Working On This Course?*	TV	Control
0-2 hours	10%	21%
3-5 hours	45%	48%
6-8 hours	29%	14%
8 + hours	13%	8%
(No response)	4%	9%
Chi-square X^2 = 10.24, 3df		
*p < .01		

Overall Opinion Of The Course	TV	Control
Excellent	10%	31%
Above average	35%	39%
Average	18%	16%
Below average	2%	1%
Poor	2%	1%
No response	13%	11%
t-test t = -.81	$\bar{X}$ = 4.11	$\bar{X}$ = 4.0

Telecourse students reported spending significantly more time studying each week than did the control group students, although the telecourse students may have included the time they spent watching the TV programs in their estimates.

Both groups gave high ratings to the overall quality of the course--4.0 on a five-point scale.

CONCLUSIONS

It appears that the telecourse students had positive feelings about the overall quality of the course and found the course components in their present form to be helpful to them in mastering the material. The study guide and the writing consultant emerged as the two most important course elements. The textbook was found to be the least helpful component of the course.

The major weaknesses which became apparent from this study were the lack of individual attention students receive and the difficulties they have in obtaining answers to their questions.

WITHDRAWING STUDENT FOLLOW-UP

Since the withdrawal rate from the English 101 telecourse has traditionally been higher than withdrawal from the on campus English 101 classes, a project was initiated to determine the reasons for student withdrawal so that measures could be instituted to help more students complete the course.

METHODS

During the spring semester, 1976, a daily inspection was made of the computer print-out listing class action changes to obtain names of students who withdrew from the English 101 telecourse. Questionnaires were then mailed to the students, along with a stamped return envelope. Students who withdrew from the course prior to February 16, 1976, were classified as "never having participated" in the course and were not included in this study.

FINDINGS

Of the 191 questionnaires which were mailed, eight were returned as undeliverable. Of the 183 students who received questionnaires, forty-two (42) responded. This yielded a response rate of twenty-three percent (23%). (The results of the study are shown in Table 30.)

The most common reasons given by students for dropping the course (in order from most to least often mentioned reasons) are given below, along with the number of students citing that reason:

I had personal problems -- 14

I had no time to work on the course -- 11

The course demands too much work -- 10

I became ill -- 5

I was constantly confused about what to do next in the course -- 5

The TV programs were boring -- 3

I missed some of the TV programs and couldn't catch up -- 3

I did not have the background needed for the course -- 2

I was unable to get help when I needed it -- 2

CONCLUSIONS

It is not known whether this sample of forty-two (42) students is representative of the entire population of withdrawing telecourse students or whether the reasons they gave for their withdrawal would compare with the on campus student reasons for withdrawing.

Most of the respondents cited more than one reason which led them to drop the course. The majority of the reasons given (fifty-eight percent [58%]) indicated that the students were experiencing difficulties in their personal lives which led to their withdrawal from the course. The remaining reasons seemed to indicate problems students were experiencing with the telecourse itself: "The course demands too much work," "I was confused about what to do next in the course," "I was unable to get help," etc.

Other data which was obtained from this questionnaire indicated that students' feelings about the course were positive--the average rating of the overall course quality was 3.7 on a five-point scale. Almost half the students indicated that they had talked with their writing consultant, and all but two of the students felt that they had been helped by the talk. Eighty-one

percent (81%) of the students stated that they intended to enroll in English 101 again. However, only seventeen percent (17%) of the students expressed a desire to take the telecourse, while forty-eight percent (48%) planned to take English 101 on campus; the rest were undecided or did not specify the method of instruction they would choose. These findings, then, are somewhat contradictory.

The major problem with the telecourse itself cited by the sample of withdrawing students includes the large amount of work required. Since most of the students reported having "personal problems" which forced them to withdraw, little indication for change on the part of the telecourse seems to be necessary.

TABLE 30

WITHDRAWING STUDENT FOLLOW-UP

Students who withdrew from the English 101 telecourse were asked to give the reasons for their withdrawal and to evaluate the course. A summary of their responses is given below.

Reasons For Dropping The Course:*	Percent
I became ill.	12%
I had personal problems.	33%
I did not have the background needed for the course.	5%
The course demands too much work.	24%
I was constantly confused about what to do next in the course.	12%
I was unable to get help when I needed it.	5%
The course was too hard.	5%
The TV programs were too boring.	7%
I had no time to work on the course.	26%
The TV programs were aired at bad times.	5%
I missed some of the TV programs and couldn't catch up.	7%

Did You Ever Talk To A Writing Consultant?	
Yes	48%
No	52%

* Since students could respond to more than one item, the total percentage is in excess of 100.

Table 30 - Withdrawing Student Follow-Up

Do You Plan To Take English 101 Again?	Percent
Yes	81%
No	19%
How Do You Plan To Take English 101 Next Time?	
By TV	17%
On campus	48%
Undecided	35%
Overall, How Would You Rate The Course?	
Excellent	19%
Good	50%
Fair	22%
Poor	7%
Very poor	2%
	$\bar{X}$ = 3.77

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Taken together, the results of the various studies to assess the adequacy of the English 101 telecourse indicate that the course is effective in helping students improve their writing skills. The major qualification which must be considered is that fifty-two percent (52%) of the students withdrew from the telecourse, and only thirty percent (30%) of the students withdrew from the on campus sections. Only students who completed the course were included in this study.

The grades achieved by the telecourse students are comparable to those achieved by on campus students in English 101 and when the students subsequently enrolled in English 102, they also attained similar achievement levels.

The study of student attitudes demonstrated that the telecourse students achieved statistically significant improvements in their self-concept of their writing ability and maintained a high regard for the method of instruction.

Student perceptions of the telecourse were positive. As compared to on campus English 101 students, however, telecourse students experienced more difficulties in the following areas: 1) obtaining answers to their questions and 2) receiving enough individual help with their writing.

The major problem with the telecourse was the large number of withdrawing students, which greatly increased the number of students who were unsuccessful in the course. However, a follow-up study of the withdrawing students indicated that their overall opinion of the telecourse was positive and that the reasons for their withdrawal focused on personal difficulties rather than problems they experienced in the course.

The demographic characteristics of the students in the telecourse and on campus English 101 course, and the student profiles of the telecourses and control group students indicate that the telecourse is reaching a population of students which is significantly different from the population of students presently serviced by the on campus sections of English 101 (along most of the dimensions examined). Since the withdrawing student follow-up indicated that the reasons for student withdrawal were related to personal difficulties rather than to dissatisfaction with the instruction, the differences in the withdrawal rate may be a function of the characteristics of the population who enroll in each of the courses.

It may be concluded that the telecourse is providing an effective alternative instructional method for a distinct group of students.

Consideration should be given to studying the possibility of developing alternative systems designed to 1) increase the retention rate of the telecourse, 2) improve communications between writing consultants and telecourse students and, 3) develop improved student attitudes toward the subject matter. A comparative study examining the reasons for withdrawal given by on campus students, and a prediction study to determine a student's chances for success in the telecourse may provide enough information to improve counseling and orientation sessions for potential and enrolled telecourse students.

It is recommended that the telecourse be continued, and that as the components are revised, further studies be carried out to ensure the effectiveness of the revisions.

APPENDIX A

Test Instruments

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STUDENT BACKGROUND SURVEY

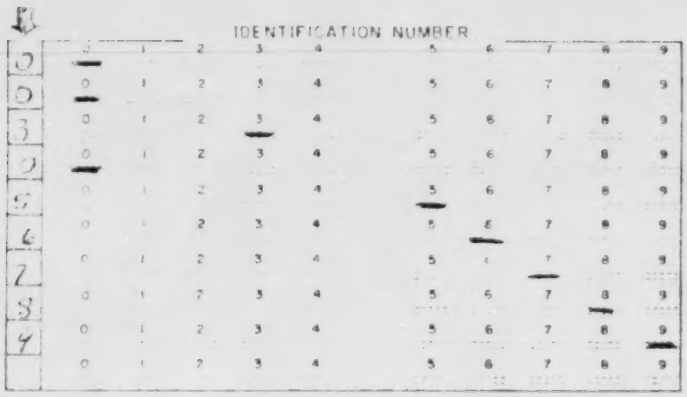
Purpose

In order to obtain background information about the students taking English 101, your answers to the following questions are being sought.

Directions

At the top of your IBM answer sheet, write "English 101" in the space marked "course" and write in the name of your campus in the space marked "campus."

Fill in your social security number in the spaces provided. If your social security number is 033-05-6789, you would fill in the blanks like this:



Make all marks in No. 2 pencil.

If you have any other comments to make, please write them in the back of your IBM answer sheet.

1. What was the main reason for your decision to take English 101? (Mark ONE answer.)

[1] Because it is required.
[2] For self-improvement.
[3] I thought it would be fun.

2. What is the highest level of education you have finished?

[1] Some high school.
[2] High school.
[3] 1 year of college (30 hours).
[4] 2 years of college (60 hours).
[5] Bachelors degree.

3. What degree are you working toward in the Dallas County Community College District?

[1] 1 year certificate program.
[2] 2 year Associate of Applied Arts and Sciences.
[3] 2 year Associate of Arts and Science.
[4] I am not working towards a degree.

4. What is the highest degree which you plan to work toward some day?

[1] Certificate - 1 year program.
[2] Associate degree - 2 year program.
[3] Bachelors degree - 4 year program.
[4] Masters degree or higher.
[5] None of the above.

5. In what area will you probably major? (Leave blank, if you're undecided.)

[1] Business.
[2] Education.
[3] Liberal Arts.
[4] Science - Mathematics.
[5] Technical - Occupational.

6. What is your status in this college semester?

[1] Part-time student (taking 1 - 11 hours).
[2] Full-time student (taking 12 or more hours).

7. What is your occupational status? (Check ONE.)

[1] Work part-time.
[2] Work full-time.
[3] Full-time homemaker.
[4] Not employed.

8. How many hours a week do you work?

[1] Under 10 hours.
[2] 10 - 20 hours.
[3] 20 - 30 hours.
[4] Over 30 hours.
[5] I am not employed.

9. How would you rate the grades you received in high school?

[1] Far above average - (mostly A's).
[2] Above average - (mostly A's and B's).
[3] Average - (mostly C's).
[4] Below average - (mostly C's and D's).
[5] Far below average - (mostly D's or below).

10. How would you rate your writing skills?

[1] Excellent
[2] Good
[3] Fair
[4] Poor

11. What grade do you expect to receive in this course?

[1] A
[2] B
[3] C
[4] D
[5] F or P

12. On the back of your IBM answer sheet, please write answers to the following questions. Please print or write neatly. Please be as brief and specific as possible.

a. What is the main job of the head of your household? (If the head of your household is presently unemployed, tell about his or her last job.)

b. What does your head of household do in his or her job?

c. What kind of company or organization does your head of household work for?

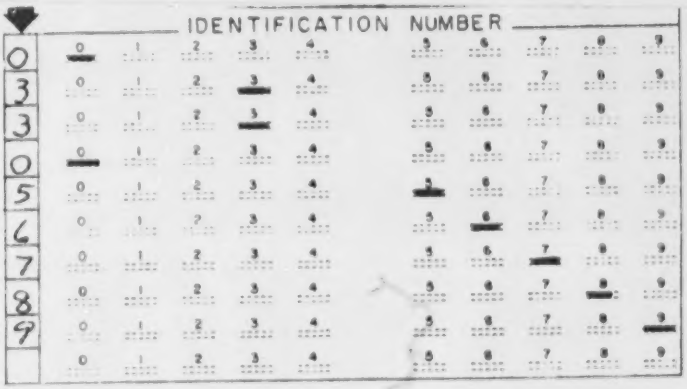
Purpose

In order to obtain background information about the students taking this course, your answers to the following questions are being sought. The information will be used to help the administrators of T.V. courses understand which students take T.V. courses, and why.

Directions

At the top of your IBM answer sheet, write the name of your T.V. courses in the space marked "course" and write in the name of your campus in the space marked "campus."

Fill in your social security number in the spaces provided. If your social security number is 033-05-6789, you would fill in the blanks like this:



Make all marks in No. 2 pencil.

If you have any other comments to make, please write them on the back of your IBM answer sheet.

Directions

Different people decided to take a T.V. course for different reasons. Please tell why you decided to take English 101 by T.V. by marking the appropriate space on your answer sheet.

I decided to take English 101 by T.V. because . . .

		Yes	No
1.	I thought it would be easier than taking the course on campus.	[1]	[2]
2.	I have had a T.V. course before.	[1]	[2]
3.	I liked the idea of learning by T.V.	[1]	[2]
4.	I thought I would learn better with T.V. than in an on-campus class.	[1]	[2]
5.	I couldn't get into an on-campus class because they were full or met at inconvenient times.	[1]	[2]
6.	The T.V. course allowed me to take a full load.	[1]	[2]
7.	Transportation probems make it hard for me to get onto campus.	[1]	[2]
8.	Health or medical considerations make it hard for me to get onto campus.	[1]	[2]
9.	Job and home duties make it hard for me to get onto campus.	[1]	[2]

10. What was the main reason for your decision to take English 101? (Mark ONE answer.)

[1] Because it is required.
[2] For self-improvement.
[3] I thought it would be fun.

11. What is the highest level of education you have finished?

[1] Some high school.
[2] High school.
[3] 1 year of college (30 hours).
[4] 2 years of college (60 hours).
[5] Bachelors degree.

12. What degree are your working toward in the Dallas County Community College District?

[1] 1 year certificate program.
[2] 2 year Associate of Applied Arts and Sciences.
[3] 2 year Associate of Arts and Science.
[4] I am not working towards a degree.

13. What is the highest degree which you plan to work toward some day?

[1] Certificate - 1 year program.
[2] Associate degree - 2 year program.
[3] Bachelors degree - 4 year program.
[4] Masters degree or higher.
[5] None of the above.

14. In what area will you probably major? (Leave blank, if you're undecided.)

[1] Business.
[2] Education.
[3] Liberal Arts.
[4] Science - Mathematics.
[5] Technical - Occupational.

15. What is your status in this college semester?

[1] Part-time student (taking 1 - 11 hours).
[2] Full-time student (taking 12 or more hours).

16. What is your occupational status? (Check ONE.)

[1] Work part-time.
[2] Work full-time.
[3] Full-time homemaker. -80-
[4] Not employed.

17. How many hours a week do you work?

[1] Under 10 hours.
[2] 10 - 20 hours.
[3] 20 - 30 hours.
[4] Over 30 hours.
[5] I am not employed.

18. How would you rate the grades you received in high school?

[1] Far above average - (mostly A's).
[2] Above average - (mostly A's and B's).
[3] Average - (mostly C's).
[4] Below average - (mostly C's and D's).
[5] Far below average - (mostly D's or below).

19. How would you rate your writing skills?

[1] Excellent
[2] Good
[3] Fair
[4] Poor

20. What grade do you expect to receive in this course?

[1] A
[2] B
[3] C
[4] D
[5] F or P

21. On the back of your IBM answer sheet, please write answers to the following questions. Please print or write neatly. Please be as brief and specific as possible.

a. What is the main job of the head of your household? (If the head of your household is presently unemployed, tell about his or her last job.)

b. What does your head of household do in his or her job?

c. What kind of company or organization does your head or household work for?

Form A

Name _____

Social Security # _____

College _____

Instructor _____

Date _____

Are you taking this course by T.V.? Yes No

INSTRUCTIONS

If the last digit of your social security number is even (0, 2, 4, 6, or 8), you should have FORM B.

If the last digit of your social security number is odd (1, 3, 5, 7, or 9), you should have FORM A.

If you have been given the wrong form, return this sheet to your instructor immediately and get the correct form.

Directions

Fill in the blanks at the top of this page.

Write your social security number in the upper right hand corner of each page.

You now have 75 minutes in which to write an essay in which you explain your concept of a good marriage.

Do not worry about the length of your paper. A short, well written paper is better than a long, poorly written one.

Form B

Name_____

Social Security # _____

College _____

Instructor _____

Date _____

Are you taking this course by T.V.? Yes No

INSTRUCTIONS

If the last digit of your social security number is even (0, 2, 4, 6, or 8) you should have FORM B.

If the last digit of your social security number is odd (1, 3, 5, 7, or 9), you should have FORM A.

If you have been given the wrong form, return this sheet to your instructor immediately and get the correct form.

Directions

Fill in the blanks at the top of this page.

Write your social security number in the upper right hand corner of each page.

You now have 75 minutes in which to write an essay in which you explain your concept of a good advertisement.

Do not worry about the length of your paper. A short, well written paper is better than a long, poorly written one.

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Social Security Number _____

SEMANTIC DIFFERENTIAL

DIRECTIONS:

On the following pages you will find a word or group of words which you will be asked to rate according to ten pairs of adjectives.

For example, you might find the word

SCHOOL

followed by Good_____:_____:_____:_____:_____:_____:_____Bad

If you think of schools as being very good, you would mark it this way:

SCHOOL

Good__x__:_____:_____:_____:_____:_____:_____Bad

If you think of schools as being somewhat bad, you would mark it this way:

SCHOOL

Good_____:_____:_____:_____:_____:__x__:_____Bad

If you think of schools as being neither good nor bad, you would mark it this way:

SCHOOL

Good_____:_____:_____:__x__:_____:_____:_____Bad

Some of the adjective pairs may not seem to be appropriate. However, mark each pair of adjectives on the space that seems best to you. Do not pause or ponder over your answers. Mark them quickly by putting an "X" between each pair of adjectives.

TURN YOUR PAPER OVER TO BEGIN.

(Over)

ENGLISH

Valuable	_____:_____:_____:_____:_____:_____:_____	Worthless
Small	_____:_____:_____:_____:_____:_____:_____	Large
Pleasant	_____:_____:_____:_____:_____:_____:_____	Unpleasant
Dull	_____:_____:_____:_____:_____:_____:_____	Sharp
Strong	_____:_____:_____:_____:_____:_____:_____	Weak
Unsuccessful	_____:_____:_____:_____:_____:_____:_____	Successful
Important	_____:_____:_____:_____:_____:_____:_____	Unimportant
Bad	_____:_____:_____:_____:_____:_____:_____	Good
Fast	_____:_____:_____:_____:_____:_____:_____	Slow
Awful	_____:_____:_____:_____:_____:_____:_____	Nice

MY WRITING SKILLS

Unsuccessful	_____:_____:_____:_____:_____:_____:_____	Successful
Unpleasant	_____:_____:_____:_____:_____:_____:_____	Pleasant
Strong	_____:_____:_____:_____:_____:_____:_____	Weak
Dull	_____:_____:_____:_____:_____:_____:_____	Sharp
Valuable	_____:_____:_____:_____:_____:_____:_____	Worthless
Nice	_____:_____:_____:_____:_____:_____:_____	Awful
Bad	_____:_____:_____:_____:_____:_____:_____	Good
Important	_____:_____:_____:_____:_____:_____:_____	Unimportant
Slow	_____:_____:_____:_____:_____:_____:_____	Fast
Large	_____:_____:_____:_____:_____:_____:_____	Small

T. V. INSTRUCTION

Bad	_____:_____:_____:_____:_____:_____:_____	Good
Awful	_____:_____:_____:_____:_____:_____:_____	Nice
Valuable	_____:_____:_____:_____:_____:_____:_____	Worthless
Weak	_____:_____:_____:_____:_____:_____:_____	Strong
Successful	_____:_____:_____:_____:_____:_____:_____	Unsuccessful
Pleasant	_____:_____:_____:_____:_____:_____:_____	Unpleasant
Large	_____:_____:_____:_____:_____:_____:_____	Small
Important	_____:_____:_____:_____:_____:_____:_____	Unimportant
Dull	_____:_____:_____:_____:_____:_____:_____	Sharp
Slow	_____:_____:_____:_____:_____:_____:_____	Fast

MY ENGLISH CLASS

Small	_____:_____:_____:_____:_____:_____:_____	Large
Fast	_____:_____:_____:_____:_____:_____:_____	Slow
Valuable	_____:_____:_____:_____:_____:_____:_____	Worthless
Unpleasant	_____:_____:_____:_____:_____:_____:_____	Pleasant
Sharp	_____:_____:_____:_____:_____:_____:_____	Dull
Good	_____:_____:_____:_____:_____:_____:_____	Bad
Awful	_____:_____:_____:_____:_____:_____:_____	Nice
Unimportant	_____:_____:_____:_____:_____:_____:_____	Important
Weak	_____:_____:_____:_____:_____:_____:_____	Strong
Successful	_____:_____:_____:_____:_____:_____:_____	Unsuccessful

ENGLISH 101

COURSE EVALUATION

NOTE: Your instructor will not see the results of this evaluation until after final grades have been turned in.

DIRECTIONS: Please rate the following course components by telling how helpful they were to you in learning the course material. MARK ALL ANSWERS ON YOUR COURSE SURVEY ANSWER SHEET!

	Very Helpful	Helpful	Not Helpful	Not at all Helpful
1. Class discussions	[1]	[2]	[3]	[4]
2. Textbook	[1]	[2]	[3]	[4]
3. Class lectures	[1]	[2]	[3]	[4]
4. Teaching methods	[1]	[2]	[3]	[4]
5. My instructor	[1]	[2]	[3]	[4]
6. The course organization	[1]	[2]	[3]	[4]

DIRECTIONS: For each statement below, tell whether you "Strongly Agree," "Agree," "Disagree," "Strongly Disagree," or have "No Opinion."

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
7. I accomplished my objectives in this course	[1]	[2]	[3]	[4]	[5]
8. I would like to take another course taught this way	[1]	[2]	[3]	[4]	[5]
9. The course covered an appropriate amount of material	[1]	[2]	[3]	[4]	[5]

DIRECTIONS: Please answer the following questions.

10. My writing skills have improved...
    [1] Very much
    [2] Somewhat
    [3] A little bit
    [4] Not at all

11. How many hours a week did you spend working on this course?
    [1] 0-2 hours
    [2] 3-5 hours
    [3] 6-8 hours
    [4] more than 8 hours

12. What grade do you expect to receive in this course?
    [1] A
    [2] B
    [3] C
    [4] D
    [5] F, I, or P

13. Did you get as much individual help with your writing as you needed?
    [1] Yes
    [2] No

14. Were you able to get answers to your questions when you had them?
    [1] Always
    [2] Sometimes
    [3] Occasionally
    [4] Never

15. Overall opinion of the course
    [1] Excellent
    [2] Above Average
    [3] Average
    [4] Below Average
    [5] Poor

On the BACK of your ANSWER SHEET, please make any other comments which might improve the course in future semesters.

ENGLISH 101

TV COURSE SURVEY

Directions: Please rate the following course components by telling how helpful they were to you in learning the course material. MARK ALL ANSWERS ON YOUR T.V. COURSE SURVEY ANSWER SHEET!

	Very Helpful	Helpful	Not Helpful	Not at all Helpful
1. Discussion meetings	[1]	[2]	[3]	[4]
2. Textbook	[1]	[2]	[3]	[4]
3. T.V. programs	[1]	[2]	[3]	[4]
4. Study guide	[1]	[2]	[3]	[4]
5. My writing consultant	[1]	[2]	[3]	[4]
6. The course organization	[1]	[2]	[3]	[4]

Directions: For each statement below, tell whether you "Strongly Agree," "Agree," "Disagree," "Strongly Disagree," or have "No Opinion."

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
7. I accomplished my objectives in this course.	[1]	[2]	[3]	[4]	[5]
8. I would like to take another course taught this way.	[1]	[2]	[3]	[4]	[5]
9. The course covered an appropriate amount of material.	[1]	[2]	[3]	[4]	[5]

Directions: Please answer the following questions.

10. My writing skills have improved...
    [1] Very much
    [2] Somewhat
    [3] A little bit
    [4] Not at all

11. How many hours a week did you spend working on this course?
    [1] 0-2 hours
    [2] 3-5 hours
    [3] 6-8 hours
    [4] more than 8 hours

(Over)

12. What grade do you expect to receive in this course?
    [1] A
    [2] B
    [3] C
    [4] D
    [5] F, I, or P

13. Did you get as much individual help with your writing as you needed?
    [1] Yes
    [2] No

14. Were you able to get answers to your questions when you had them?
    [1] Always
    [2] Sometimes
    [3] Occasionally
    [4] Never

15. What is your overall opinion of this course?
    [1] Excellent
    [2] Above average
    [3] Average
    [4] Below average
    [5] Poor

On the BACK of your ANSWER SHEET, please make any other comments which might help us to improve the course in future semesters.

Dear Student,

I was delighted that you enrolled in Writing for a Reason, your freshman English T.V. course, and disappointed that you did not complete the course. Will you help me help others who enroll by telling me why you did not participate consistently in the course? Just check one or more of the reasons below--or write your own reasons. A stamped addressed envelope is enclosed for your convenience. Thank-you very much for your help.

Sincerely,

Dee Brock

Dee Brock
Instructor

Reasons for dropping the course:

_____I became ill.

_____I had personal problems.

_____I did not have the backgound needed for the course.

_____The course demands too much work.

_____I was constantly confused about what to do next in the course.

_____I was unable to get help when I needed it.

_____The course was too hard.

_____The T.V. programs were too boring.

_____Other: _____

_____

Did you ever talk to a writing consultant? ___Yes ___No
Were you helped? ___Yes ___No

Do you plan to take English 101 again? ___Yes ___No
How do you plan to take it? ___By T.V. ___On Campus

Overall, how would you rate the course? (circle one)
Excellent Good Fair Poor Very Poor

APPENDIX B

Criteria For Control Groups

CRITERIA FOR CONTROL GROUP CLASSES

1. The classes will meet on Tuesdays and Thursdays.
2. The instructor should feel that his/her English 101 class will be concerned with helping students to improve their composition skills in the following areas:

   Content

   Organization of the paper

   Organization of individual paragraphs

   Spelling and mechanics

   Usage

   Diction

   Sentences
3. The instructor should agree to allot twenty-five (25) minutes of the first class period for completion of the Semantic Differential and the Demographic Survey.
4. The instructor should agree to allot seventy-five (75) minutes of the second class period for the pre-course writing sample as a diagnostic measure to assess students' writing strengths and weakenesses.
5. The instructor should agree to allot twenty-five (25) minutes of the second-to-last class period for completion of the Semantic Differential and the Student Opinionnaire.

6. The instructor should agree to allot seventy-five (75) minutes of the last class period for the post-course writing sample, and to use the writing sample for the classes final examination.

APPENDIX C

English Composition Rating Scale

ENGLISH COMPOSITION RATING SCALE

_____ Rater Number

_____ Concept of a good marriage

_____ Concept of a good advertisement

_____ Student Number

UNIVERSITY OF CALIF.
LOS ANGELES
MAY 3 1977
CLEARINGHOUSE FOR
JUNIOR COLLEGES

SCALE:

1 - - - The paper fails in this respect.

2 - - - The paper is below average in this respect

3 - - - The paper is average in this respect.

4 - - - The paper is above average in this respect

5 - - - The paper is excellent in this respect.

_____ CONTENT
The ideas are well-expressed, rational, interesting; the paper is worth reading.

_____ ORGANIZATION OF INDIVIDUAL PARAGRAPHS
Each paragraph has unity, completeness, order, and coherence.

_____ ORGANIZATION OF THE ENTIRE PAPER
There is a thesis. The introduction and conclusion are appropriate to the paper. The paper has unity, completeness, order, and coherence.

_____ SENTENCES
The sentences are varied, clear, well-constructed, with no distracting errors in subordination or modification.

_____ USAGE
The paper is free from distracting errors in Standard English or Edited American English usage.

_____ DICTION
The language is appropriate in tone and meaning.

_____ SPELLING AND MECHANICS
The paper is free from errors in punctuation, capitalization, and spelling.

_____ HOLISTIC SCORE
Overall, this paper is well written.